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REPORT TO THE GOVERNOR

TASK FORCE ON NURSING EDUCATION

December, 1984

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STATE BOARD FOR HIGHER EDUCATION

State of Maryland



The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401
(301) 269-2971

December 7, 1984

The Honorable Harry Hughes
Governor
The State House
Annapolis, Maryland 21401

Dear Governor Hughes:

As Chairman of the Governor's Task Force on Nursing Education, I am pleased to forward the attached Task Force Report. We have examined current articulation practices among preparatory nursing institutions and have recommended a Statewide model that articulates diploma, associate degree, and baccalaureate nursing programs.

In submitting its preparatory model, the Task Force recognizes the urgent need for continued dialogue to further enhance a unified system of nursing education in the State of Maryland. While a good measure of understanding and agreement have been achieved, a myriad of concerns require further time and effort if they are to be resolved. Our Task Force deliberations attempted to produce a model that allows nurses to continue their education without needless barriers. At the same time, we have attempted to respect the autonomy and integrity of the institutions which provide the diverse training that is perceived to meet the needs of our society.

An estimate of the cost of implementing the Task Force recommendations and a set of guidelines for the transition courses proposed in this report will be submitted to you no later than January 5, 1984.

I have been privileged to work with a dedicated and knowledgeable Task Force. The members have given very generously of their time and talents. On their behalf I thank you for this opportunity to serve the people of Maryland.

Sincerely yours,

A handwritten signature in cursive script that reads "Gertrude H. Crist".

Gertrude H. Crist
Chairman
Governor's Task Force on
Nursing Education

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TASK FORCE ON NURSING EDUCATION REPORT

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REPORT OF THE
NURSING EDUCATION TASK FORCE

PART I. INTRODUCTION

Task Force Mandate and Procedures

The Task Force on Nursing Education was appointed by Governor Hughes on March 21, 1983 as part of the Governor's response to the recommendations included in the October 1982 report of the Commission on Nursing Issues. In providing a mandate to the Task Force on Nursing Education, the Governor wrote to Chairman Cox on March 21, 1983:

"I am asking the task force to develop a statewide preparatory model that articulates ADN, diploma and BSN program components. Substantial work on curriculum has, of course, been done. We should be interested in adapting this work as appropriate for Maryland, making use of the findings of the State Board of Examiners of Nurses which result from their follow-up to the Commissioner's report."

Governor Hughes' letter also asks the Task Force to pay due heed to:

"the legitimate interest of institutions of higher education in maintaining the integrity of their programs...while aiming to facilitate articulation."

The Task Force concluded early that a statewide articulated model was a particularly promising concept and possibility in Maryland. Aware of the widespread desire among nurses and educators to eliminate needless barriers to educational and career advancement, the Task Force set about its work with a strong desire to eliminate duplication and waste of faculty, facilities, and the valuable time and effort of Maryland's nursing students.

One of the group's first actions was to define the approach to be taken in developing the articulation program model: the Task Force considered the model as an effective educational ladder to facilitate career development for nurses. The Task Force expressed concern that its effort not be considered a first step toward requiring the baccalaureate degree as the credential for entry into professional practice. The Task Force concentrated on facilitating articulation for those who wanted to continue their education; it did not take the position that all nurses need or should be required to earn a baccalaureate degree in order to work as a Registered Nurse.

With this in mind, the Task Force began its work sessions on September 19, 1983 and continued with work sessions through December 1984 before presenting its final report to the Governor. Because of the extensive public hearings conducted by the Commission and the General Assembly, it appeared that additional data gathering hearings were unnecessary. It was decided that public meetings in five areas of the state on the draft working document would assure that the voice of working staff nurses was reflected in the Task Force's deliberations and final product. Open meetings for public comment were held in Baltimore, Salisbury, Bethesda, Clinton, and Hagerstown during the period September 11-17, 1984. The meetings were conducted in area hospitals in order to provide easy access to working nurses.

Testimony at the open meetings covered a broad range of nursing subjects. Among the most common concerns were the need for flexible and accessible programs for working nurses, credible ways to validate prior nursing knowledge for credit, and the need for effective counseling and financial aid programs, particularly for working nurses returning to school.

During the course of its meetings, the Task Force was assisted by the work of the Governor's Commission on Nursing Issues and by the first interim report of the State Board of Examiners of Nurses, "Preparation of a BSN Examination for Nurses." Other sources included summaries of current curricula and transfer practices supplied by representatives of Diploma, Associate Degree, and Baccalaureate Degree programs and nursing associations.

Rationale for a Statewide Articulation Model

The richness and variety of nursing education institutions in the State of Maryland make the concept and possibility of articulation especially favorable and relevant. As stated in the Articulation Panel Report to the Governor's Commission on Nursing Issues Report (1982) articulation provides several advantages:

1. A common, articulated educational system provides a stronger and more unified base for the nursing profession in the health care system and enhances the impact of nursing on government and community leaders.
2. Use of a unified educational model will improve the quality and standards of nursing education.
3. In a time of fiscal restraint, effective articulation reduces duplication and waste of faculty, facilities, and the valuable time and effort of Maryland's nursing students.

Articulation facilitates the mobility with which nurses can move from one program to another in order to achieve a higher level of education, performance, and leadership. Maryland, therefore, stands to benefit greatly from a Statewide articulation model that removes needless barriers and duplication in nursing education.

Nursing Education Background

The need for articulation of nursing programs arises largely because of the historical development of nursing education in the United States. The nursing profession has been divided on the issue of preparatory education for nurses since the advent of alternative nursing programs in the 1950's. Prior to that time nurses were characteristically educated in the three-year, hospital based programs offered by Diploma schools of nursing. A movement to educate nurses in the two-year college setting led to the establishment in the 1950's of the Associate Degree in Nursing (ADN) programs, which many considered to be a fitting response to a need for more highly educated nurses. As the Diploma programs before them, the ADN programs were originally considered to be terminal education programs.

In the years following the growth of ADN programs, many argued that the increasing complexity of nursing practice also demanded greater educational preparation. Some nursing leaders promoted the baccalaureate degree as the appropriate level of preparation for the practice of professional nursing. The Bachelor of Science degree in Nursing (BSN) became a well supported ideal for nursing educators to encourage.

The Diploma and ADN programs continued to educate large numbers of nurses. Many ADN and Diploma nurses, motivated by a desire for career advancement and/or an increase of professional knowledge, are seeking the baccalaureate degree.

Preparatory Registered Nursing Education in Maryland

Students interested in a nursing career need to become familiar with the various types of education leading to Registered Nurse (RN) licensure, and the goals and attributes of each program as they relate to the students' own goals and objectives. In this way, persons interested in nursing careers can choose their schools and programs intelligently.

Baccalaureate Degree Programs in Nursing (BSN)

The Baccalaureate Degree program offers a professional degree in the field of nursing. The programs, offered at four-year colleges and universities, require approximately four years of full-time study to complete. Students must meet entrance and graduation requirements for both the college and the nursing program. The first two years of general education coursework centers on the natural sciences, social sciences, and humanities. The next two years build on this liberal arts and science base, offering courses in nursing theory and practice.

Upon completion of the program, BSN graduates are prepared to work with individuals and families, in wellness or illness settings, providing comprehensive care. With experience, they are prepared to assume positions of leadership and responsibility in a variety of practice settings: hospitals, community, and preventive and rehabilitative

settings. The BSN is usually required for entry into Master of Science in Nursing programs, where students can specialize in nursing education, administration, research, and specific areas of clinical practice.

Associate Degree Programs in Nursing (ADN)

The Associate Degree programs in nursing are offered through community/junior colleges, and take approximately two years of full-time study to complete. Required courses include a balance of basic natural sciences, humanities, social sciences, and nursing theory and practice.

Upon completion of the program, ADN graduates are prepared to function as direct care providers in acute and long term care settings, and to work with other health care teams in providing a significant contribution to the health care of individuals and families. Students must meet entrance and graduation requirements for both the college and the nursing program.

Diploma Programs in Nursing

Diploma programs are based in the hospital setting, and usually take three academic years to complete. Courses are offered in the theory and practice of nursing, and also in the social and natural sciences. Maryland diploma programs associate with local colleges or universities so that college credit is earned for the non-nursing courses. The Upon completing the program the Diploma graduate is prepared to function in an acute-care or long term setting, planning and implementing care to individuals and their families, and working with other members of the health care team.

Licensure

Nurses who wish to practice in Maryland are required to hold a license and current registration as a Registered Nurse (RN). The graduates of state approved Diploma/hospital school RN programs, Associate Degree in Nursing (ADN) programs, and the Baccalaureate Degree in Nursing (BSN) programs are eligible to write the Registered Nurse licensure examination in order to qualify for Maryland licensure as a Registered Nurse.

PART II. RECOMMENDATIONS

The Governor's Task Force on Nursing Education makes the following recommendations:

1. *that the State Board of Examiners of Nurses and/or the State Board for Higher Education publish and distribute a directory and guide to nursing educational opportunities on an annual basis, and*
2. *that access to an upper division baccalaureate program for Registered Nurses be established in western Maryland, and*
3. *that the attached model for nursing education be adopted by educational institutions in the State of Maryland for implementation by September 1985, and*
4. *that necessary funding be provided for Fiscal Year '85 and subsequent fiscal years in order to implement numbers 1, 2, and 3 above.*

1. Recommendation One: Guide to Nursing Education in Maryland

Testimony given to the Governor's Commission on Nursing Issues and to the Articulation Panel of the Commission indicated widespread misinformation or lack of information about nursing education possibilities. Many people are confused about the various routes to the Registered Nurse credential, and many nurses are uninformed about continuing their education. The Task Force on Nursing Education recommends that the State Board for Higher Education and/or the State Board of Examiners of Nurses publish an annual brochure which contains:

- o an explanation of the various routes to the RN, and
- o a profile of each institution offering nursing education, including application and admission dates and information, financial aid data, and names and telephone numbers of contact persons.

Models of helpful nursing brochures are present in other states, particularly in the annual publications of the Florida Nurses' Association.

2. Recommendation Two: Access to Baccalaureate Programs in Western Maryland

The Task Force recommends that a Baccalaureate Nursing (BSN) program for Diploma and ADN graduates be established with adequate State funding in western Maryland. Although the University of Maryland's outreach program has helped some western Maryland nurses to continue their education, the program was supported by Kellogg Foundation funds which have been exhausted. In order to continue their nursing education, nurses in the western area will need reasonable access to programs that go beyond the Diploma and Associate Degree levels.

3. Recommendation Three: Nursing Education Model

After a close examination of the similarities and differences of present Registered Nursing (RN) programs in the State, the model which follows was developed by the Task Force. (See Section III, Pages 17-26) The Task Force has attempted to preserve those elements that contribute to quality education while modifying, adding, or deleting elements which create needless barriers to further education. Adjustments will be required on the part of both the sending and the receiving institutions in order to facilitate articulation. The model which follows, therefore, contains recommendations for both the Baccalaureate and the Diploma and Associate Degree (ADN) Registered Nurse programs.

4. Recommendation Four: Funding Provisions

It should be noted that the Bachelor of Science (BSN) programs can anticipate the need for additional staff and resources if the recommendations set forth in this report are implemented. In line with the recommendations of the Governor's Commission on Nursing Issues, assessment of existing personnel positions and student

space should be made to ensure program capacity can accommodate the additional BSN students. The transition coursework, counseling, and outreach recommendations will all require financial support in addition to the resources currently provided to the BSN institutions. These matters are addressed in the supplemental report detailing cost estimates for implementing the proposals set forth in this report.

The Task Force recommends: THAT NECESSARY FUNDING BE PROVIDED FOR FISCAL YEAR 1985 AND SUBSEQUENT FISCAL YEARS IN ORDER TO IMPLEMENT RECOMMENDATIONS 1, 2, AND 3 ABOVE.

PART III. PROPOSED STATEWIDE NURSING EDUCATION MODEL

SECTION ONE

Diploma and ADN Registered Nursing Graduates as of 1979

OPTION A

PRESENT AND FUTURE MARYLAND DIPLOMA AND ADN GRADUATES OF STATE APPROVED RN PROGRAMS MAY TRANSFER DIRECTLY TO A BSN PROGRAM WITHOUT PLACEMENT EXAMINATIONS. THE REQUIREMENT FOR COMPLETION OF THE BSN DEGREE WILL BE NO MORE THAN 64 ADDITIONAL SEMESTER HOURS OF COURSEWORK IN TOTAL, WITH APPROXIMATELY HALF IN PROFESSIONAL NURSING AND HALF IN GENERAL EDUCATION AND/OR SUPPORT COURSES TAKEN AT THE DEGREE-GRANTING INSTITUTION. STUDENTS WILL BE EXPECTED TO MEET APPROPRIATE ADMISSION REQUIREMENTS OF THE RECEIVING BSN INSTITUTIONS.

Rationale: Nursing courses in Diploma and ADN programs meet standards determined by the SBEN, and provide the equivalent of lower division nursing courses and lower level liberal arts and sciences. The limit of 64 hours will allow the BSN requirements to be consistent with credit requirements for baccalaureate degrees in other disciplines.

IN ORDER TO ACHIEVE DIRECT TRANSFER FROM MARYLAND DIPLOMA OR ADN PROGRAMS TO BSN PROGRAMS WITHOUT PLACEMENT EXAMINATIONS, STUDENTS MUST BEGIN THE BSN WORK WITHIN SEVEN (7) YEARS OF GRADUATION FROM THE DIPLOMA OR ADN PROGRAM. THEY MUST COMPLETE THE BSN PROGRAM WITHIN TEN (10) YEARS FROM THEIR DIPLOMA OR ADN GRADUATION DATE. GRADUATES FROM 1979 THROUGH 1986, HOWEVER, WILL HAVE A TEN (10) YEAR PERIOD BEGINNING IN 1986 TO COMPLETE THEIR PROGRAM.

Rationale: These time limits help to ensure that knowledge is current.

Implementation and Timetable for Option A (Pages 17 and 18)

A mechanism for validation that meets the needs of the five public Maryland receiving BSN programs is established as follows:

1. By August 1985, a ten (10) member committee appointed by the Governor and comprised of one (1) representative from each of the five (5) public receiving BSN programs, two (2) representatives from ADN programs, one (1) representative from Diploma programs, and two (2) ex officio, non-voting members: One (1) representative from the State Board for Higher Education (SBHE) and one (1) nursing education consultant from the State Board of Examiners of Nurses (SBEN), will identify mutually agreed upon objectives that BSN program applicants must have in order to have a Statewide articulated model.

2. After objectives have been delineated, they will be shared in draft form with Diploma and ADN programs for comment. Diploma and ADN programs will submit their comments to the Committee by September, 1985.
3. The Committee will consider the suggestions from the Diploma and ADN schools and send a completed set of objectives to them by October 1985 for formal response.
4. Diploma and ADN programs will present evidence that their programs have met the identified nursing objectives by November, 1985. This evidence will be reviewed by the Committee to determine whether the objectives expected upon entry into the BSN programs have been included in the respective Diploma and ADN programs.
5. By February 1986, the Committee will have verified which institutions have met the objectives set by the Committee for direct transfer under Option IA. The Committee will be convened every three (3) years to assess the currency of the BSN entry objectives and their interface with Diploma and ADN objectives.
6. Beginning in February 1986 the Committee will explore the issue of direct transfer for the out-of-state students.
7. Decisions made by the Committee shall be by unanimous consent.
8. Implementation date for RNs entering the BSN programs under Option A will be September, 1986.

OPTION B

DIPLOMA OR ADN REGISTERED NURSES WILL HAVE THE OPTION TO TRANSFER IN CREDITS AND/OR TAKE PLACEMENT EXAMINATIONS TOWARD A BSN REQUIREMENT IN THE FOLLOWING WAYS:

1. EXAMINATIONS MAY BE TAKEN FOR NURSING SUBJECT AREAS (MAXIMUM 30 CREDITS) AND GENERAL EDUCATION/SUPPORT COURSES. IN NO CASE MAY THE TOTAL CREDITS RECEIVED BY EXAMINATION EXCEED 60 CREDITS.
2. CREDIT MAY BE AWARDED BY DIRECT TRANSFER FOR GENERAL EDUCATION/SUPPORT CREDIT COURSES. (MAXIMUM 60 CREDITS) IN NO CASE SHALL EXAMINATION/TRANSFER CREDITS TO THE RECEIVING INSTITUTIONS EXCEED A MAXIMUM TOTAL OF NINETY (90) CREDITS.

Rationale: This is consistent with current SBHE minimum standards. The last thirty (30) credits must be earned in residence at the degree granting institution.

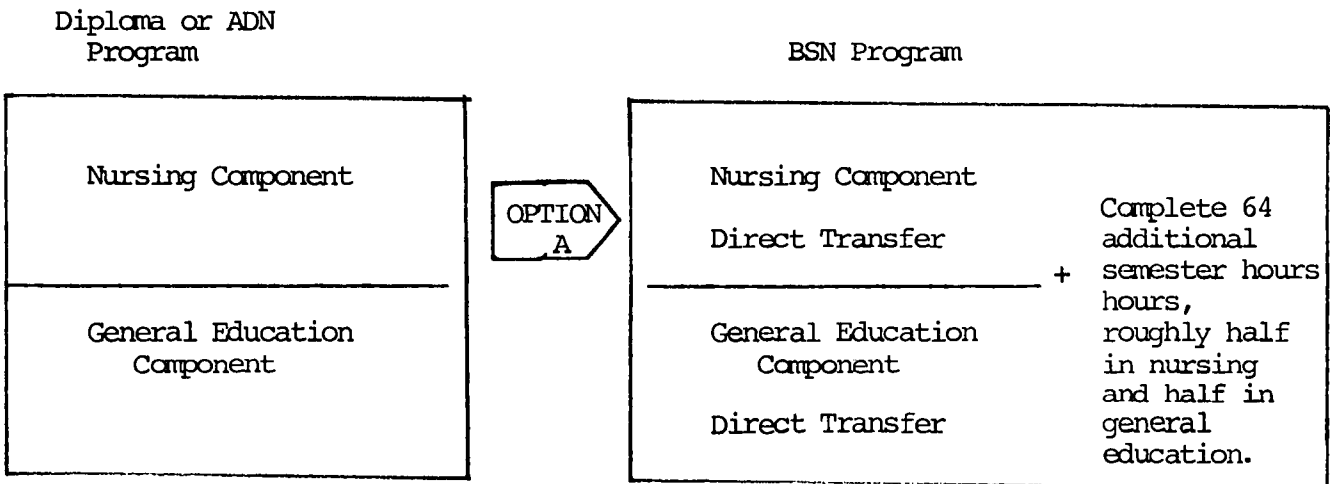
STATEWIDE NURSING PREPARATORY EDUCATION MODEL

DIAGRAM ONE

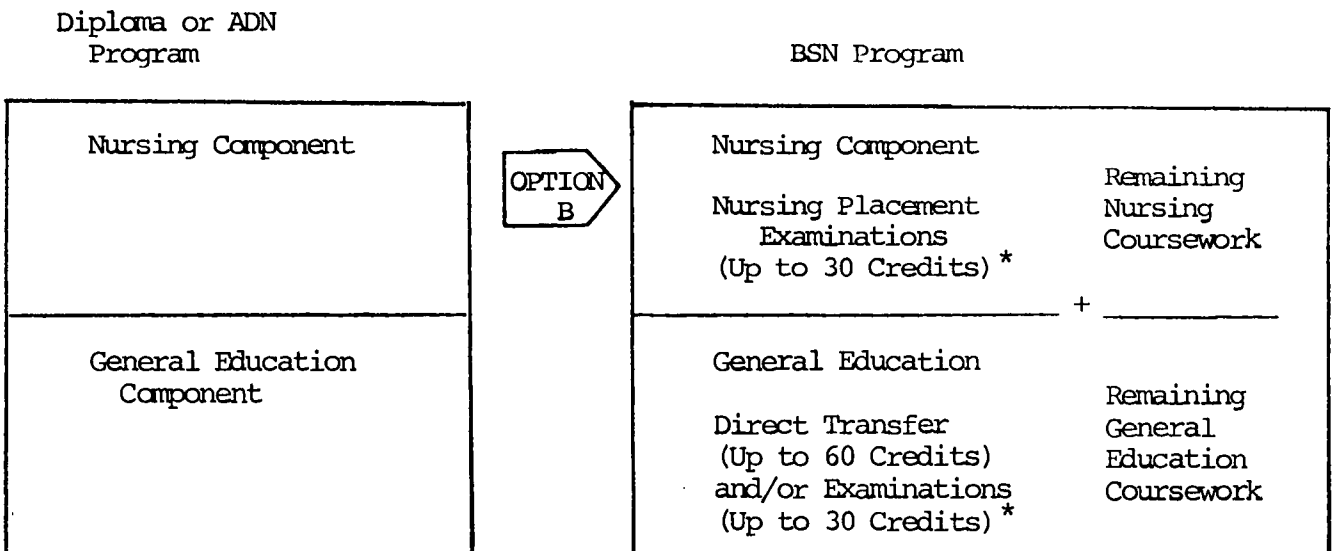
SECTION ONE

Diploma and ADN Registered Nursing Graduates as of 1979

OPTION A



OPTION B



* In no case may the total credits earned by examination exceed 60 credits, and in no case may the total of examination and transfer credits combined exceed a maximum of ninety (90 credits).

SECTION TWO

Diploma and ADN Registered Nursing Graduates Who Completed Their RN Programs Prior to September, 1979

BEGINNING WITH THE FALL TERM OF 1985 AND EXTENDING THROUGH THE SUMMER TERM OF 1989, TWO OPTIONS FOR VALIDATION OF PRIOR LEARNING WILL BE AVAILABLE TO THOSE WHO ARE LICENSED OR EMPLOYED IN MARYLAND AND WHO COMPLETED THE DIPLOMA OR ADN PROGRAM MORE THAN SEVEN (7) YEARS PRIOR TO SEPTEMBER 1985. THESE NURSES MAY EITHER:

OPTION A

SUCCESSFULLY COMPLETE THREE (3) SEPARATE TRANSITION COURSES MADE AVAILABLE TO THEM IN AT LEAST FOUR CONVENIENT LOCATIONS AROUND THE STATE BY BSN INSTITUTIONS. ONE COURSE WILL COVER SCIENTIFIC CONCEPTS, ONE COURSE-SELECTED NURSING CONCEPTS, AND THE THIRD COURSE BASIC CONCEPTS IN THE SOCIAL SCIENCES/HUMANITIES. THE TRANSITION COURSES WILL BE DEVELOPED JOINTLY BY THE BACCALAUREATE INSTITUTIONS IN THE STATE IN ACCORDANCE WITH GUIDELINES DEVELOPED BY THE NURSING EDUCATION TASK FORCE.

PERSONS TAKING ADVANTAGE OF THIS "TRANSITION" COURSE OPTION MUST ENTER A BSN PROGRAM WITHIN TWO YEARS OF COMPLETION OF THE TRANSITION COURSES, AND MUST COMPLETE THE REMAINING 64 CREDITS FOR THE BSN WITHIN SIX (6) YEARS. IT SHOULD BE NOTED THAT TRANSITION COURSES ARE NOT PART OF THE REMAINING 64 CREDITS TO BE EARNED. TRANSITION COURSES WILL BE AVAILABLE ONLY THROUGH THE SUMMER TERM OF 1989. STUDENTS WILL BE EXPECTED TO MEET APPROPRIATE ADMISSION REQUIREMENTS OF THE RECEIVING BSN INSTITUTIONS.

OPTION B

DIPLOMA OR ADN REGISTERED NURSES WILL HAVE THE OPTION TO TRANSFER IN CREDITS AND/OR TAKE PLACEMENT EXAMINATIONS TOWARD A BSN REQUIREMENT IN THE FOLLOWING WAYS:

1. EXAMINATIONS MAY BE TAKEN FOR NURSING SUBJECT AREAS (MAXIMUM 30 CREDITS) AND GENERAL EDUCATION/SUPPORT COURSES. IN NO CASE MAY THE TOTAL CREDITS RECEIVED BY EXAMINATION EXCEED 60 CREDITS.
2. CREDIT MAY BE AWARDED BY DIRECT TRANSFER FOR GENERAL EDUCATION/SUPPORT CREDIT COURSES. (MAXIMUM 60 CREDITS) IN NO CASE SHALL EXAMINATION/TRANSFER CREDITS TO THE RECEIVING INSTITUTIONS EXCEED A MAXIMUM TOTAL OF NINETY (90) CREDITS.

STUDENTS WHO HAVE TAKEN NON-CREDIT COURSEWORK MAY DEMONSTRATE THEIR LEARNING IN THE GENERAL EDUCATION AREAS THROUGH STANDARDIZED COLLEGE PROFICIENCY EXAMINATIONS, SUCH AS THOSE OFFERED BY THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) OR AMERICAN COLLEGE TESTING PROGRAM (ACT).

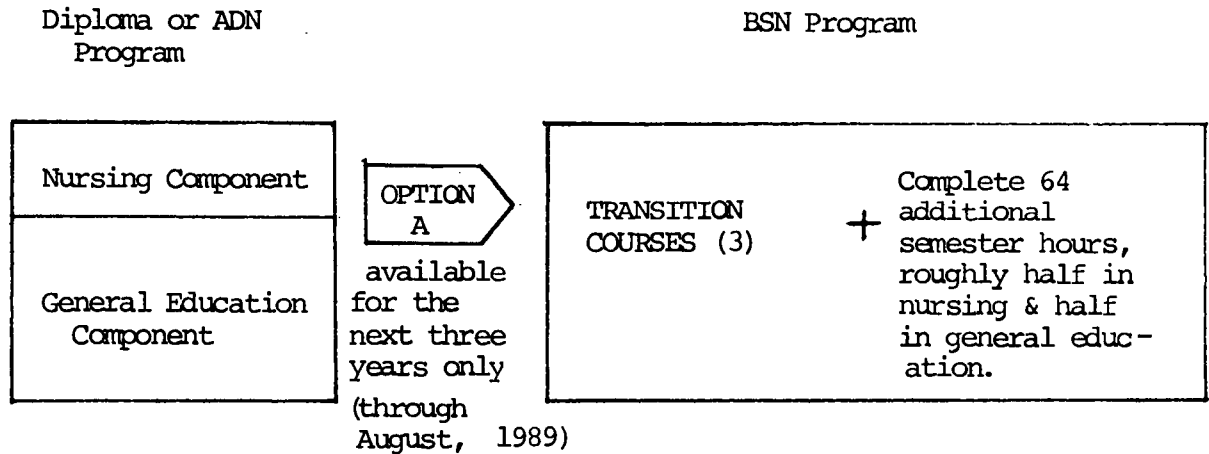
Rationale: This is consistent with current SBHE minimum standards. The last thirty (30) credits must be earned in residence at the degree granting institution. Assurance of academic quality and a sound base for upper-level coursework demand a credible validation of prior learning. Such validation is the norm in most other professions.

SECTION TWO

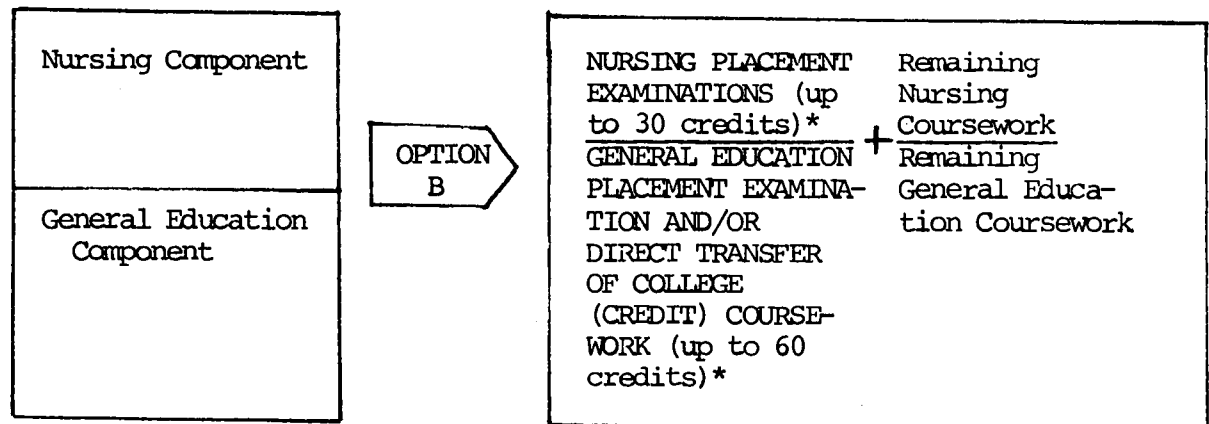
Pre-September 1979 Diploma/ADN Graduates

DIAGRAM TWO

OPTION A



OPTION B



NOTE: Option A will be available for only the next three (3) years; thereafter, all pre-September 1979 Diploma and ADN graduates will follow Option B.

* In no case may the total credits earned by examination exceed 60 credits, and in no case may the total of examination and transfer credit exceed a maximum of ninety (90) credits.

SECTION THREE: Out of State Registered Nursing Graduates

RNs WHO ARE GRADUATES OF OUT-OF-STATE DIPLOMA AND ADN SCHOOLS WILL NEED TO TAKE PLACEMENT EXAMINATIONS OR TRANSITION COURSE-
WORK TO VALIDATE THEIR PRIOR LEARNING. DIRECT TRANSFER OF
NURSING CREDITS (DESCRIBED IN SECTION IA, ABOVE) IS NOT OPEN
TO THEM.

Rationale: The wide variety of non-Maryland programs makes
this safeguard necessary.

SECTION FOUR: Recommendations for BSN Programs

1. COUNSELING AND ORIENTATION SERVICES SHOULD BE PROVIDED BY
BSN INSTITUTIONS FOR THE RETURNING RN STUDENT. IF THEY
DO NOT ALREADY DO SO, THE INSTITUTIONS SHALL PROVIDE
STUDY GUIDES, OUTLINES, LISTS OF SUGGESTED READINGS AND
OTHER STUDY AIDS FOR THOSE PLANNING TO TAKE PLACEMENT
TESTS. REVIEW COURSES SHOULD ALSO BE AVAILABLE.

Rationale: Many BSN programs already provide such support
services to assist returning RNs. The institutions report
that these services increase the success rate for placement
tests and classwork.

2. BSN INSTITUTIONS, IN RESPONSE TO DEMAND, SHALL PROVIDE
FLEXIBLE PROGRAMS GEARED TO WORKING ADULTS. THEY SHOULD
EXPAND EXISTING OPPORTUNITIES AND CONTINUE TO DEVELOP
WAYS TO ASSIST NURSING STUDENTS WHO CARRY HEAVY CAREER
AND FAMILY RESPONSIBILITIES. AVAILABILITY OF FLEXIBLE
PROGRAMS SHOULD BE WIDELY PUBLICIZED, AND RESOURCES FOR
WIDESPREAD DISTRIBUTION OF INFORMATION SHOULD BE
ALLOCATED.

Rationale: Widespread testimony from working RNs indicates
a great demand for week-end, evening, and other programs
with flexible schedules. Colleges offering flexible
programs find them well received by students.

SECTION FIVE: Recommendations for Diploma and Associate Degree Nursing Programs

1. THE FOLLOWING COURSES SHALL BE INCLUDED IN ALL DIPLOMA
AND ADN RN CURRICULUM:

ANATOMY AND PHYSIOLOGY (8 CREDITS)
PSYCHOLOGY
SOCIOLOGY
HUMAN GROWTH AND DEVELOPMENT
COLLEGE COMPOSITION

Rationale: These are foundation courses required in BSN
programs in Maryland.

2. DIPLOMA AND ADN STUDENTS SHOULD BE ENCOURAGED TO TAKE COURSEWORK IN MICROBIOLOGY AND IN GENERAL CHEMISTRY (INCLUDING ORGANIC AND INORGANIC CONTENT) WITH LABORATORY WORK.

Rationale: Time limitations in Diploma and ADN programs prevent these courses being included as requirements. They are, however, required in BSN programs. Whenever possible, students should include them among their additional general education courses.

3. DIPLOMA AND ADN PROGRAMS WHICH OFFER COURSES OR OPTIONS BEARING SUCH TITLES AS "ANATOMY FOR NURSES" OR "INTEGRATED SCIENCE" SHOULD LABEL THEM CLEARLY AS NON-TRANSFERABLE TO BSN PROGRAMS. COLLEGES SHOULD REVIEW SUCH COURSES WITH A VIEW TOWARD REPLACING THEM WITH TRANSFERABLE COURSES.

Rationale: Clear statements of transferability allow students to understand their options and to choose intelligently.

SECTION SIX: Reports

The State Board for Higher Education shall provide a follow-up report in the number of nurses taking transition courses in the Fall of 1986 and a progress report on the implementation of recommendations contained in this report in the Fall of 1988.

PART IV. GLOSSARY OF TERMS

ADN	Associate Degree in Nursing: Degree awarded upon completion of two-year collegiate nursing program; descriptive term for both associate degree educational programs and graduates of associate degree nursing programs.
Articulation	The structuring of educational programs to permit ease of transfer from lower levels to higher levels in the same field.
BSN	Bachelor of Science in Nursing: Degree awarded upon completion of a four-year collegiate nurse training program; descriptive term for both baccalaureate degree educational programs and graduates of those programs.
Commission on Nursing Issues	A gubernatorial commission created by the enactment of House Bill 1677 in 1980. The Commission was established to address public concerns about the supply, education, credentialing, and utilization of registered nurses and to develop a State policy framework for resolving those concerns. The Commission's 1982 report recommended the appointment of a Nursing Education Task Force.
Diploma	Diploma in Nursing: Awarded upon completion of a hospital based nursing program, usually three years in length; descriptive term for both diploma programs and graduates of diploma programs, e.g., "diploma nurse."
External Degree Program	A degree-granting program that permits practicing RNS to acquire academic credit through both written and clinical performance examinations without the necessity of class attendance. The State of New York conducts such a program.
General Education Component	That portion of a nursing education program containing liberal arts and science coursework; that portion other than nursing content coursework.
Placement Examination	A means by which nurses may demonstrate knowledge and/or skills and competencies for academic credit, advanced placement, or waiver of requirements to complete courses or programs. Also known as challenge examinations.
SBEN	State Board of Examiners of Nurses
SBHE	State Board for Higher Education

PART V. NURSING EDUCATION TASK FORCE MEMBERS

Thelma B. Cox, Ph.D., State Board for Higher Education
Chair, until November 1983

Gertrude H. Crist, Secretary of the State Board for Higher Education
Chair, November 1983 to Present

Rachel Booth, Ph.D., R.N., Associate Dean for Undergraduate Studies
University of Maryland School of Nursing
Partial term, through December, 1984

Peggy Greene, M.S., R.N., Director, Nursing Education
South Baltimore General Hospital

Patricia G. Hauk, Ph.D., Associate Executive Director for Academic Affairs
Board of Trustees of the State Universities and Colleges

Gertrude Hodges, M.S., R.N., former Chairman, State Board of
Examiners of Nurses and Professor of Nursing
Community College of Baltimore

Anita Karpetsky, M.S., R.N., Assistant Director
The Union Memorial Hospital School of Nursing

Agnes A. Kemerer, M.S., R.N., Director of Nursing Education and Chairman,
Health-Life Sciences Division, Frederick Community College

Robert E. Parilla, Ph.D., President, Montgomery College

Mary Fry Rapson, Ph.D., R.N., Acting Dean for Undergraduate Studies
University of Maryland School of Nursing
Partial term, March 1984 to Present

Loretta M. Richardson, Ph.D., R.N., Dean, Division of Nursing
Coppin State College

STATE OF MARYLAND
STATE BOARD FOR HIGHER EDUCATION

CHAIRMAN
Thomas H. Maddux

COMMISSIONER OF
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Sheldon H. Knorr

The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401
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January 16, 1985

The Honorable Harry Hughes
Governor
The State House
Annapolis, Maryland 21401

Dear Governor Hughes:

As promised in my letter of December 7, 1984,
I am forwarding the supplemental report which provides
cost projections for implementing the recommendations
made in the report of the Governor's Task Force on
Nursing Education.

Please let me know if I can answer any further
questions or provide any assistance.

Sincerely yours,



Gertrude H. Crist,
Chairman
Governor's Task Force
on Nursing Education

GC:DRS:ds

Enclosure

ADDENDA
CONCERNING
COST PROJECTIONS
AND
TRANSITION COURSE GUIDELINES

REPORT TO THE GOVERNOR
Task Force on Nursing Education

The enclosed addenda have been compiled as supplements to the Governor's Task Force on Nursing Education Report (December, 1984).

The cost projections are designed to provide implementation detail for Recommendation Two: "Access to Baccalaureate Programs in Western Maryland" (Page 20 of the Report) and for the transition coursework proposed in Recommendation Three: "Proposed Nursing Model," Section Two, Option A (Page 20 of the Report).

The assumptions upon which the budget projections have been made are specified in the notes to the estimates. In general, the transition courses are proposed as a pilot activity in Baltimore beginning in the fall of 1985 and expanding to a total of four locations in the spring of 1986. The outreach program for Western Maryland proposal is based on an estimate of 20 students with rented space in the Cumberland area, or alternating between Cumberland and Hagerstown sites.

GOVERNOR'S TASK FORCE ON NURSING EDUCATION

Budget Request to Implement Nursing Articulation Model
FY 1985 - FY 1990*

	<u>FY 1985</u>	<u>FY 1986</u>	<u>FY 1987</u>	<u>FY 1988</u>	<u>FY 1989</u>	<u>FY 1990*</u>
<u>Object 01</u>						
Faculty positions (16)						
Fringe benefits	\$	\$	\$496,000	\$520,800	\$546,840	\$574,182
			109,120	114,576	120,305	126,320
<u>Object 02</u>						
Faculty salaries						
a. to prepare transition courses	76,000					
b. to teach transition courses		46,800	49,140	51,597	54,177	56,886
<u>Other salaries</u>						
Half-time counselors (5)		50,000	52,500	55,125	57,881	60,775
Half-time secretaries (5)	6,000(1)	30,000	31,500	33,075	34,729	36,465
<u>Object 04 Travel***</u>	2,000	2,000	2,100	2,205	2,315	2,430
<u>Object 08 Contractual ****</u>						
Printing	5,000	5,000	5,250	5,512	5,788	6,077
<u>Object 09</u>						
Supplies/materials		5,000	5,250	5,512	5,788	6,077
TOTAL	\$ 89,000	\$138,800	\$750,860	\$788,402	\$827,823	\$869,212

* A 5% inflation factor has been added each year after FY 1986.

** After FY 1990 faculty salaries in object .02 will not be needed.

*** Thirty-three percent (33%) each to Bowie and Salisbury; remainder divided among Baltimore institutions.

**** For SBHE/SBEN for brochures.

FY 1985

Salaries - Faculty to develop transition courses

\$ 76,000

Nursing - 5 clinical instructors @ \$8,000

40,000

Science

Physics - 5 @ \$1,800

Biology - 5 @ \$1,800

9,000
9,000

Human/Social Science

Human - 5 @ \$1,800

Social Science - 5 @ \$1,800

9,000
9,000

Salary-secretary (½ time) stationed at one institution

6,000

Travel (\$100 for Salisbury; \$250 for each of the other 4 institutions)

2,000

Printing (for SBHE/SBEN to print brochures to present information about options available to nurses, including description, time and location of transition courses)

5,000

TOTAL

\$89,000

FY 1986

A. Teaching Transition Courses (Faculty from 4-year institutions)

Assumption: that 1% of 35,000 (N=350) yearly will avail themselves of the transition course option - suggested that transition courses be taught as a pilot in the Baltimore area in Fall 1985 and extended to the other areas in Spring 1986.

Fall 1985

(Baltimore area) 3 each at TSU, UM, CSC

Assume 33% of 350=118 headcount

118 headcount x 1.5 average course/student = 177 possible students

Average number students/course = 20

Sections/faculty needed = 9

(3 nursing, 3 science, 3 human/social sciences)

Faculty salaries = 9 x \$1,800/course

\$ 16,200

Spring 1986 (D.C. area)

33% of 350 = 118 headcount (177 possible students)

Faculty salaries = 9 x \$1,800/course

\$ 16,200

(Western Maryland)

16% of 350 = 57 headcount (86 possible students)

Faculty salaries = 4 x \$1,800/course

\$ 7,200

(Eastern Shore)

16% of 350 = 57 headcount (86 possible students)

Faculty salaries = 4 x \$1,800/course

\$ 7,200

Total Teaching Faculty Salaries FY 1986

\$ 46,800

\$ 50,000

B. Half-time counselors (5 @ \$10,000) to provide additional counseling needed to facilitate ease of transition for RN's returning to B.S.N. program

- C. Half-time secretaries (5 @ \$6,000) to handle additional paperwork \$ 30,000
- D. Travel (to prepare objectives) \$ 2,000
- E. Supplies and materials (5 @ \$1,000) for study outlines, review materials, etc. \$ 5,000
- F. Printing \$ 5,000

FY 1987, 1988, 1989, 1990 (increased by 5% inflation each year)

- A. Faculty to teach transition courses \$ 46,800 - \$ 56,886
- B. Faculty to teach students completing transition courses \$ 605,120 - \$ 702,502

Assumptions:

90% of 350 students will be ready to take courses (N = 315 headcount)

On the average, students will take 9 credits/year

$$\begin{aligned} 315 \times 9 &= 2,835 \text{ credits} \\ 2,835 \div 30 \text{ credits/year (1 FTE)} &= 94.5 \text{ FTE} \end{aligned}$$

Accepted nursing student/faculty ratio = 6:1

$$94.5 \div 6 = 15.75 \text{ needed faculty positions}$$

Assistant professor salary = \$31,000

$$16 \times \$31,000 = \$496,000$$

- C. Half-time counselors \$ 50,000 - \$ 60,775
- D. Half-time secretaries \$ 30,000 - \$ 36,465
- E. Travel \$ 2,000 - \$ 2,430
- F. Printing brochures, flyers, etc. \$ 5,000 - \$ 6,077
- G. Supplies and materials for study outlines, review materials, etc. \$ 5,000 - \$ 6,079

TOTAL FY 1987, 1988, 1989, 1990

$$\$750,860 - \$869,212$$

GOVERNOR'S TASK FORCE ON NURSING EDUCATION

Budget Request to Implement Undergraduate Outreach
Nursing Program in Western Maryland
FY 1986 - FY 1990*

	<u>FY 86</u>	<u>FY 87</u>	<u>FY 88</u>	<u>FY 89</u>	<u>FY 90</u>
<u>Object 01</u>					
Faculty Positions**	31,640	65,100	68,355	71,773	75,361
Fringe Benefits	6,820	14,322	15,038	15,790	16,580
<u>Object 02</u>					
Faculty Salaries					
Lecturer for NURS 410 @ 1800	3,600	3,780	3,969	4,168	4,376
Lecturer for NURS 333 @ 1800					
Other Salaries					
Secretary I (1/2 time)	6,000	6,300	6,615	6,946	7,293
Fringe Benefits	1,320	1,386	1,455	1,528	1,605
<u>Object 03</u>					
Postage	400	420	441	463	486
Telephone & Installation	1,000	630	662	695	730
<u>Object 04</u>					
Travel	3,000	3,150	3,308	3,475	3,647
<u>Object 09</u>					
Supplies/Materials					
Office Supplies	200	210	221	232	244
Photocopying	500	525	551	579	608
Instructional Material	400	420	441	463	486
<u>Object 11</u>					
Equipment - Additional***					
Typewriter	800	-	-	-	-
Table	33	-	-	-	-
2 Desks @ 250	500	-	-	-	-
2 Chairs @ 200	400	-	-	-	-
Conference Table	200	-	-	-	-
4 Chairs @ 200	800	-	-	-	-
2 File Cabinets @ 220	440	-	-	-	-
2 Bookcases @ 150	300	-	-	-	-
<u>Object 13</u>					
Office Rent	<u>1,260</u>	<u>1,323</u>	<u>1,389</u>	<u>1,458</u>	<u>1,531</u>
TOTAL	59,618	97,566	104,445	107,568	112,947

* A 5% inflation factor has been added each year FY 1986.

** In FY 1986, one Asst. Prof. @ \$31,000; in FY 87-FY 90 two Asst. Profs.

*** After FY 1986, no additional equipment charges are projected.

OUTREACH PROGRAM FOR WESTERN MARYLAND

Salaries:

One Assistant Professor @ \$31,640 for FY1986; Two Assistant Professors from FY1987 through FY1990

Two Lecturers @ \$1800 per course (NURS 410 and NURS 333)

One half-time secretary @ \$6000

Communications:

Telephone installation in FY1986

Other costs are constant, except for a 5% inflation projection

Assumptions:

Student enrollment of approximately 20

Faculty/student ratio of 1:10 (compares to 1:8 for generic programs in nursing)

Site: rented space in the Cumberland area. It may be possible to rotate every two years between the Cumberland and Hagerstown areas.

Note: The University of Maryland's current outreach program has no budgeted space or materials and no allocation for supplies. It depends heavily upon loaned resources in the Cumberland area. Current faculty serve part-time on a pro-rated salary without fringe benefits.

TASK FORCE ON NURSING EDUCATION REPORT

Guidelines for Transition Courses

Diploma and ADN Registered Nurses who completed their programs prior to September, 1979 may choose to validate prior learning by completing three separate transition courses (Part II, Section II, Option A.) The three transition courses will serve the purposes of updating and expanding the knowledge base and enhancing ability to successfully complete senior level nursing courses. Registered nurses selecting this option may not substitute other credits or challenge examinations in place of the transition courses. All transition courses must be successfully completed before the Registered Nurse may begin the senior level BSN nursing courses with sixty (60) credits awarded as challenge credits.

Eligibility

Registered Nurses who are graduates of Associate Degree or Diploma Nursing Programs.

Sponsorship

The courses will be offered under the sponsorship of Maryland's four year colleges and the University of Maryland that offer the Baccalaureate Nursing Program. Courses will be offered at a variety of sites accessible to enrollees.

Course Development

All five of the State Colleges offering the BSN Program and the University of Maryland shall be represented on three committees that will develop the syllabi for the three transition courses. The Presidents of the State

Colleges and the University of Maryland are requested to select faculty representatives to participate in the development of the syllabi for the courses. The selected faculty shall work cooperatively to plan the syllabi for assigned courses. Faculty organizing the Scientific Concepts course shall currently teach Anatomy and Physiology, Microbiology or Chemistry courses required in the nursing program of the BSN schools. Faculty organizing the Social Sciences/Humanities course shall currently teach the Sociology, Psychology, Human Development or Communication Arts courses required for the BSN nursing schools. At least one nursing faculty member from a State College or the University of Maryland shall participate on the Scientific Concepts and the Social Sciences/Humanities committee to assist in determining the relevance of selected content. Faculty organizing the Nursing Concepts course shall represent various disciplines in nursing and teach at one of the State institutions offering a BSN program. A Coordinator shall be named to convene the faculty groups, assist in defining the tasks and be responsible for disseminating the syllabi produced.

Each course shall be equivalent to a one semester course, not exceeding 45 hours in length. Courses offered at each school shall use the syllabi developed by the transition course committees.

Course Syllabi Suggestions

The course Scientific Concepts should reflect advances and discoveries in the sciences that are relevant to nursing. Approximately 15 clock hours should be allocated for each of the three areas, Anatomy and Physiology, Microbiology and Chemistry.

The following are examples of content that may be included, but not limited to:

- Genetic engineering
- Cellular metabolism
- Fluid and electrolytes - emphasis on calcium blockers
- Energy transfers - emphasis on lasers, ultrasound, radiology
- Environmental hazards
- Immunology

The content of the course, Basic Concepts in the Social Sciences/Humanities should be derived from concepts from the disciplines of sociology, psychology, human development and communication arts. Examples of content that may be included, but not limited to:

- Professional writing skills
- Organization behavior
- Theories related to aging
- Learning theories
- Ethics/Values
- Sexuality
- Political process
- Group dynamics

The Nursing Concepts course should be taken as close as possible to the beginning of the senior level courses. Examples of content that may be included, but not limited to:

- Nursing Process
- Standards of Practice (Maryland and C. N. A.)
- Nursing Roles
- Current issues in nursing and health care
- Selected concepts of nursing interventions related to nutritional needs and deficits, pain, defense mechanisms, etc.

Time Frame

The three transition courses shall be available by September, 1985. They will be offered between September, 1985 and September, 1989 and must be completed by December, 1989.

Fees and Credits

Registered nurse students will pay for each course in accordance with the fee standard for a three (3) credit course at the sponsoring institution. Fees will be retained by the institution offering the course.

Each course will be offered on a pass/fail basis and an official transcript for each registered nurse student shall be maintained. Upon successful completion of all three transition courses the student's transcript shall be updated to reflect sixty (60) credits taken as challenge credits.